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upcoming at UD

COVERAGE TIPS FOR PRINT AND BROADCAST MEDIA

January 22, 1990

KINSHIP SUPPORT AMONG REASONS WHY BLACKS COPE BETTER WITH SINGLE PARENTHOOD, ACCORDING TO JOINT UD/OSU RESEARCH

Psychologists have found that black families, which are more than twice as likely to be headed by one parent than their white counterparts, cope more successfully with single parenthood.

Researchers from the University of Dayton and The Ohio State University reviewed numerous studies, examined three models of black family life and concluded that black single-parent families adjust better because of:

1. Greater extended family support;
2. How children are viewed ("children are valued regardless of their parentage and of their personal achievement"); and
3. Greater acceptance of single parenthood.

Mark A. Fine, associate professor of psychology at UD, and Andrew I. Schwebel, professor of psychology at OSU, published an article in The Journal of Divorce in 1988 and are now conducting a more extensive study on racial reactions to single parenthood. For interviews, contact Mark Fine at (513) 229-2165.

SUCCESSFUL EDUCATIONAL REFORM WILL REQUIRE MORE THAN TEACHER EMPOWERMENT, ACCORDING TO DEAN OF UD'S SCHOOL OF EDUCATION

College and university faculty control academic matters on campuses. For educational reform to work on the elementary and secondary levels, the university model should be copied, according to Ellis A. Joseph, dean of the University of Dayton School of Education.

"Some reformers have weakly stressed the need for so-called teacher empowerment. Teacher empowerment misses a point deeply rooted in academic history: namely, teachers should have authority over all academic matters. This is much stronger than empowerment," he said.

For teachers to gain "a decisive, authoritative voice," they should be given freedom to: set standards through a professional standards board, created by statute and composed of a majority of teachers; determine conditions for tenure and renewal; have a dominant voice in selecting new teachers; determine salary systems; determine the design and content of curriculum; formulate academic standards as they relate to extracurricular activities, promotion, retention, suspension, etc.; and help institute planning and budgetary allocations.

For interviews, contact Ellis Joseph at (513) 229-3146.



The University of Dayton

For further information or assistance in scheduling interviews, contact Office of Public Relations, (513) 229-3241.